



LTC15D113

Title: *HUM New Course Proposal*
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Issue

To approve new course approval for **MA in Gender Studies** from the Faculty of Arts and Humanities Learning, Teaching and Quality Committee.

Recommendation

To approve the proposal

Resource Implications

Director of Planning Office (PLN) Ian Callaghan

PGT numbers are not regulated so there is no significant issue with the additional numbers requested in this document. However, there will be a requirement to ensure appropriate student : staff ratio costs are included in the business plan to ensure that the University's overall current target of 13.5:1 does not deteriorate. Standard fees are noted.

Risk Implications

None.

Equality and Diversity

None

Timing of decisions

HUM EXEC approved 8.12.15
HUM LTQC approved 17.02.16

Further Information

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Attachments

Course proposal form

LEARNING & TEACHING SERVICE

FULL COURSE PROPOSAL FORM

(taught programmes only)

**for NEW COURSES and
COURSE AMENDMENTS
with RESOURCE IMPLICATIONS**

Please refer to the course proposal Procedure and Guidance CP-2013 to complete this or any other course proposal form: to ensure the correct form is being used; for information on early considerations and timescales; for general guidance on the course approval process; and for notes on completing the form.

Course Title(s)		new course? <i>note 1</i>		If no, please give existing course code	
MA Gender Studies		Y			
School(s) of study & Faculty					
Based in the Interdisciplinary Institute for the Humanities (with teaching resource from across all HUM schools)					
Proposer & proposer's school					
Professor Yvonne Tasker (HUM/AMA)					
Proposed start date (of new course or of changes)					<i>note 2</i>
September 2017					
This proposal requires: <i>note 3</i>		Prior approval by Council		N	
		Prior approval by LTC		N	

This form is in 5 parts:

- Part 1** **Summary and Rationale**
- Part 2** **Business Case**
- Part 3** **Academic Case including Programme Specification**
- Part 4** **Key Information Set (KIS) data**
- Part 5** **Approvals and Notification**

The initiator is responsible for completing parts 1-4

UEA LEARNING & TEACHING SERVICE

FULL COURSE PROPOSAL

Part 1 SUMMARY AND RATIONALE

Course One				
S1	a	SCHOOL(S) OF STUDY	Interdisciplinary Institute for the Humanities; taught by staff across the Faculty	
<i>note S1c</i>	b	FACULTY or FACULTIES	HUM (with some input from SSF)	
	c	JOINT COURSE? (ie owned/taught by more than one School)	YES	
			NO X	
d	NAME OF COURSE DIRECTOR (Home School)	Dr Liz Powell, Interdisciplinary Institute for the Humanities		
	e	NAME OF DEPUTY COURSE DIRECTOR (partner School, for Joint Courses only)	Professor Yvonne Tasker (AMA)	
S2 <i>note S2a</i>	a	COURSE TITLE	MA Gender Studies	
<i>note S2b</i>	b	COURSE CODE	TBC	
<i>note S2c & S2d</i>	c	AWARD	MA; PG Cert; PG Dip	
	d	EXIT AWARD(S) AND TITLE(S)	MA Gender Studies; PG Cert Gender Studies; PG Dip Gender Studies	
	e	FULL/PART-TIME (please specify)	Offered on a FT and PT basis	
	f	LOCATION (UEA Norwich, UEA London, Distance Learning)	UEA Norwich	
	g	AVAILABLE FROM:	September 2017	
S3 <i>note S3a</i> <i>note S3b</i>	a	PROFESSIONAL AWARD (if any)	N/A	
	b	ACCREDITING/VALIDATING BODY (if relevant)	N/A	
		Website (URL)	TBC	
		Date when accreditation/validation may take place		
S4 <i>note S4</i>	LEVEL	Sub-degree (e.g. Cert. Dip.)		
		Undergraduate		
		Integrated Masters		
		Masters	7	
		Other postgraduate (please specify)		

S5 <i>note</i> S5a	a	DURATION (years or months)	12 months (FT) 24 months (PT)	
<i>note</i> S5b	b	MODE OF ATTENDANCE (full-time, part-time, distance, other)	FULL-TIME/PART-TIME	
S6 <i>note</i> S6	PLACEMENT(S)/WORK-BASED LEARNING REQUIRED		YES	<input type="checkbox"/>
			NO	<input checked="" type="checkbox"/>
		If YES, does this conform with the UEA's code of practice on placements?		<input type="checkbox"/>
S7 <i>note</i> S7	RELEVANT SUBJECT BENCHMARK STATEMENT(S)		N/A	
S8 <i>note</i> S8	ENTRY REQUIREMENTS		A good honours degree (at least a 2.i) or an equivalent qualification from an overseas institution in an arts or humanities discipline.	
S9	JACS Subject Level Code(s) To be completed by the Planning Office following approval of the Business Case			
S10	UCAS ADMISSION CODE / COURSE CODE To be completed by the Planning Office following approval of the Business Case			
S11 <i>note</i> S11	FURTHER INFORMATION available via...		A dedicated page linked to the Institute and individual School web pages will be established. URL to follow.	
S12	COURSE HIGHLIGHTS (for publication in University Prospectus / Website / other publicity) NB Please include employability prospects/career possibilities			
<i>note</i> S12	<p>The MA Gender Studies provides a unique opportunity to explore gender from an interdisciplinary Humanities perspective. Students will be based within the Interdisciplinary Institute for the Humanities and be taught by experts from across disciplines including literature, history, philosophy, languages, film and media studies. Input from experts in cultural studies, politics, law and business will provide a valuable social science perspective to the programme. You will have the opportunity to work independently via a dissertation project.</p> <p>The course provides a stimulating and innovative programme of study, allowing you to focus on a wide variety of topics relating to gender from an interdisciplinary humanities perspective. Core modules introduce you to fundamental debates in gender studies and to feminist research methods. You'll learn about the history of ideas, key writings and developing political thought in relation to gender equality in the arts, society and culture. From literary theory to online activism, the course explores the dynamics of gender that structure the private/public worlds in which women and men operate. Students will have the opportunity to study more specialised gender-focused topics from across the Arts and Humanities. You will also research and write an extended dissertation of 15,000 words concerning your specialised interest. Supported through a week-long intensive research preparation programme, each student will be allocated two supervisors in order to reflect the interdisciplinary character of the programme.</p> <p>By the end of your MA you will have acquired an in-depth and focussed understanding of the gendered aspects of society and culture, particularly in relation to other inequalities and social divisions.</p> <p>Course Structure:</p>			

	<p>In the autumn semester students will take two 20 credit core modules designed to provide grounding in theories and concepts, and in methods for undertaking feminist research:</p> <ul style="list-style-type: none"> • “Study in Gender;” • “Feminist Research Methods”. <p>In Spring students will take two 20 credit optional modules from a defined range of gender studies focused Arts and Humanities modules encompassing literature, history, politics, media and culture. For 2017/18 these will be:</p> <ul style="list-style-type: none"> • “Critically Queer: Sex, Gender and Sexuality” (IIH); • “Feminisms, Generation and the Media” (AMA); • “Gender and Power” (PPL); • Good Good Girls and Good Bad Boys? American Fictions of Innocence” (AMA). <p>All students will also take a dissertation module, generating an interdisciplinary project defined by the student and supervised by two staff with appropriate expertise. In preparation students will take an innovative 10 credit module “Gender Studies Beyond the Classroom” which is designed both to support student research and to explore the applications of gender studies within the workplace.</p> <p>For those candidates wishing to progress to a PhD following their MA, the Gender Studies programme offers excellent preparation for sustained research into gender and will equip you with the theoretical and practical research skills necessary for advanced level study.</p> <p>There are also a wide range of industries from the creative, cultural, legal, and business among others that graduates from this MA might enter including but not limited to:</p> <ul style="list-style-type: none"> • Media and Journalism; • The Arts; • Non-Government Organisations; • International Development Programmes; • Policy Working Groups; • Business and Technology; • Teaching; • Legal Practice; • Counselling; • Social Services and Human Rights.
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****Please copy and paste the above table for additional (related) courses****

S13	RATIONALE FOR PROPOSAL
<i>note S13</i>	Please explain why you are proposing this/these new course(s) or these course amendments, and why this proposal is being offered at this time. See guidance notes for further indication of what to include in this section.

	<p>The proposal is designed to capitalise on existing teaching and research strengths across the Faculty of Arts and Humanities (including, for example, three appointments in 2015/16 in the area of feminist media studies). Initially proposed in 2013/14, the proposal was held back to follow on from the wide-ranging review of PGT programmes in Hum which took place through 2015. It will allow us to gain greater national and international visibility for UEA's existing work in Gender Studies and lay the basis for a teaching and research centre in the field. It will:</p> <ul style="list-style-type: none">• Develop an interdisciplinary, team-taught programme in response to changing patterns of PGT recruitment in particular of Home/EU students. Students on the programme will take a compulsory programme in the Autumn and select from existing modules in the Spring ensuring that the numbers enhance the efficiency of existing modules;• Provide more effectively delineated route to doctoral study within interdisciplinary Gender Studies areas;• Develop the Interdisciplinary Institute for the Humanities portfolio of programmes beyond the Humanities Foundation Year;• Respond to student interest in further study in this area across the Faculty (e.g. PPL introduced an undergraduate "Gender and Power" module due to student demand).
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UEA LEARNING & TEACHING SERVICE

FULL COURSE PROPOSAL

Part 2 BUSINESS CASE

note BC

BC1	ACADEMIC AND RECRUITMENT STRATEGY	Consult with HOS, Faculty Dean, PLN, ARM (including Admissions)
BC1.1	How does the proposal fit with the University's Corporate Plan?	
<i>note BC1.1</i>	The proposed course is distinctive as a Humanities focused MA Gender Studies. It provides the opportunity to recruit additional PGT students and to foreground through teaching an area of research in which UEA has considerable strength and depth. It is further anticipated that the course will enable UEA to enhance its PGR offering in the area of Interdisciplinary Gender Studies.	
BC1.2	Proposed Recruitment Strategy	
<i>note BC1.2</i>	<p>The majority of existing Gender Studies provision at Masters level in the UK is in the form of either an MSc or an MA which is strongly Social Science in emphasis. The UEA programme is distinctive in its focus and in line with this will target existing Arts and Humanities undergraduate students at UEA, within the UK more broadly and within international markets, the United States in particular.</p> <p>Promotional materials for the MA Gender Studies will foreground the distinctiveness of our emphasis on the Humanities while emphasising the benefits students will receive from appropriate Social Science input (this via lecture contributions from SSF colleagues and via the expertise of members of the course team based in PPL). This will allow us both to foreground the strength of gender research in HUM and the long-standing research and teaching expertise in UEA as a whole.</p> <p>The opportunity to study Literature, History, Media and Philosophy within a Gender studies frame is distinctive (in contrast to the programmes at Sussex, Goldsmiths, York, Leeds and LSE) and will be, we believe, attractive to UK students.</p> <p>Our international recruitment strategy will also foreground the distinctiveness of the Humanities offer while emphasising the strength of research in this field at UEA. We intend to focus our efforts initially on the United States (one of UEA's five target countries within the international strategy). The strength of Gender Studies programmes in the US and the extensive network of partner Universities through which UEA sends and receives students on student abroad exchanges will provide a platform for promoting this programme.</p> <p><u>Promotional Strategy:</u> <u>Announcement:</u> the establishment of the MA Gender Studies will be announced in April 2016 when UEA is hosting the inaugural conference of the International Girls' Studies Association. Involving over 100 delegates from 16</p>	

	<p>countries the conference provides an outstanding platform to announce the new programme, to underline the association between UEA and world-leading gender research, and to begin our promotional campaign.</p> <p><u>Promotion:</u> Following approval and announcement of the MA Gender Studies we will ensure that print and online information sources work effectively to maximise the benefits of the extensive expertise in gender research present at UEA. The establishment of a web presence foregrounding the depth of research culture at UEA in Gender Studies will form a key component of our recruitment strategy (Women's Studies at Austin Texas/Art History at Oxford provide useful models for this non-departmental/School based approach.) Our web presence will foreground interdisciplinary research and teaching in order to appeal to students from a range of Humanities disciplines.</p> <p><u>UEA recruitment:</u> Through 2016/17 we plan to use internal and external speakers, conferences and other events – including the range of level 6 gender-focused modules we offer - as opportunities to promote the visibility of gender research at UEA and to ensure student awareness of the programme. We envisage badging existing activity (such as speakers) so that events can be coupled to recruitment activity, generating greater awareness of the programme and encouraging applications from UEA students.</p> <p><u>UK recruitment:</u> in addition to the use of print and web-based promotional materials we will make use of events and feminist/gender studies networks to promote the programme. This strategy depends on ensuring high levels of awareness among academic staff in UK institutions. It is designed to build on existing connections including via former PhD students now working elsewhere in the UK. We are exploring targeted marketing with the Associate Dean Admissions and HUM Marketing Manager.</p> <p><u>Media coverage:</u> A media plan for a sequence of gender/feminist-focused research stories is being developed with ARM to raise the profile for this area of the faculties work. We have begun to identify research stories that will have particular resonance in UK and US media to this end.</p> <p><u>International recruitment:</u> our initial focus is the US. Upon approval the course team will seek to develop closer relations with selected US institutions such as Swarthmore (a strong Liberal Arts college with excellent gender and sexuality studies programmes at BA level but no graduate provision) and those such at Austin which extend to graduate-level provision but where we would seek to be competitive. Prof Tasker has already had initial meetings with faculty at Swarthmore who are supportive of this connection, while Dr Cann has strong links with the programme at Austin and is well placed to take discussions forward.</p> <p>Our next priority for international recruitment is Japan, building on the strong connections UEA has via its Japanese Studies programmes, the work of the Sainsbury Institute for the Study of Japanese Arts and Culture, and the long established connections between DEV and Japanese Universities. Prof Tasker is travelling to Japan in May 2016 to speak at three Universities on issues of gender and culture. This visit provides an opportunity to promote the new programme to interested academic audiences.</p>		
BC1.3	Partnership and commercial sensitivity		
<i>note</i> BC1.3	Has this proposal, in outline, been approved by the Partnerships Office?	YES	
		NO	X (N/A)

	Please paste their comments below

BC2 <i>note</i> <i>BC2</i>	MARKET RESEARCH	Consult with Market Research team
BC2.1	What other and type of institution offers identical and/or similar courses in the UK?	
	Leeds (MA Gender Studies); York (MA in Women's Studies); LSE (MSc in Gender); Strathclyde (MSc Gender Studies).	
BC2.2	Are there any likely international competitors? (Please give brief details)	
	Several across the international market including the Americas and Australasia.	
BC2.3 <i>note</i> <i>BC2.3</i>	What is the annual number of applicants currently applying nationally for similar courses, and what are the entry requirements for these competitor courses?	
	<p>Numbers of applicants for taught PG programmes in this subject area are difficult to obtain because of the absence of UCAS information.</p> <p>Our projected numbers of 20-25 are in line with the MSc Gender Studies which commenced at University of Strathclyde in 2014 and which caters primarily for Home/EU students (10 students in Year 1 of operation with a soft launch, 16 students in Year 2 of operation) and the longstanding MSc offered at LSE's Gender Institute which recruits 75-80 students across the 5 programme variants.</p> <p>The MA Gender Studies at Leeds attracts 20-30 students annually.</p> <p>It is intended to take advantage of UEA's considerable research reputation in the study of gender and culture, and the involvement of staff within key professional networks, to promote the programme.</p>	
BC2.4	What is the evidence for current and future demands for the course from <ul style="list-style-type: none"> • potential students? • employers (public services, private sector, the professions etc) 	
	<p>A number of focus groups were organised with both final year UG students and PGT students in November 2013. While the course team have evolved the proposal since that initial consultation our innovations are very much in line with the feedback received.</p> <p>It was found that across the groups there was a positive reaction to the idea of Gender Studies both from the title and the contents of the course programme with particular comments being made about its "social applicability" and that "[society] is at a very important point in history for the development of gender politics" which this programme speaks to. Students involved in the focus groups were also excited by the interdisciplinary nature of the degree, allowing candidates to select from a variety of different modules across the faculty.</p>	

	<p>In the current academic year further discussions with SSLCs have emphasised the enthusiasm for the programme among existing HUM students.</p> <p>This is an area of strength that is not being sufficiently capitalised upon give UEA's research power in this area and the growth in the provision of Gender Studies programmes nationally.</p>	
BC2.5	Can current and projected demand be met from existing provision?	
	Nationally:	Yes
	Regionally:	Yes
BC2.6	Where is/what are the competitive advantage(s) for UEA?	
	Strength and depth in Gender Studies research (and teaching) within the Humanities; longstanding Gender Studies programme in International Development.	

BC3 <i>note</i> <i>BC3</i>	MARKET DEMAND AND RECRUITMENT	Consult with Careers and Employability team
BC3.1	What graduate career opportunities may be available?	
	<p>There are a wide range of industries from the creative, cultural, legal, and business among others that graduates from this MA might enter including but not limited to:</p> <ul style="list-style-type: none"> • Media and Journalism; • The Arts; • Non-Government Organisations; • International Development Programmes; • Policy Working Groups; • Business and Technology; • Teaching; • Legal Practice; • Counselling; • Social Services and Human Rights. 	
BC3.2	Who (externally) has been consulted about the proposals (e.g. Professional Associations, employers' groups, PSRBs)?	
	<p>Professor Cecile Jackson, Director of the MA Gender Analysis and International Development in DEV here at UEA was approached to offer her thoughts on the proposed course. Her comments are:</p> <p>Thank you very much for sending me the outline of the course proposal which is going forward for approval next semester. I would like to offer warm support for this initiative, both from myself as, and from my HoS, Dr John McDonagh, as I have discussed the proposal with him.</p>	

We discussed the proposed MA in the early stages and I am pleased to see the shape of the MA as set out in the proposal. The DEV module offered (Gender Concepts for Development) is one I have convened for many years, and we would welcome students for the Gender Studies MA. Furthermore, we have 4 or 5 faculty members with research interests and teaching responsibilities in a range of gender fields who may be able to serve in dissertation supervision, and a cohort of about 10 PGT students in the gender MA each year who will form a student community of critical mass for your students – important for the student experience. We are not concerned about overlaps or competition as the market for our MA is very different to the UEA wide MA, but we believe that it will consolidate and raise the profile of other gender teaching and research at UEA, and can only benefit us all.

I do think that gender studies is having a 'moment' and that there is renewed interest in the field evidenced in public policy debates and the general zeitgeist, and that now would be a very good time to launch this MA.

**Dr Sadie Wearing, Lecturer in Gender Theory, Media and Culture
Gender Institute, London School of Economics** also commented on the proposed course:

I welcome this proposal to offer an interdisciplinary gender studies course at UEA. The history of Gender Studies as an academic discipline is marked by both establishing gendered perspectives and analyses within academic disciplines **and** the development of theoretical and methodological paradigms and approaches which transcend disciplines. The course proposed at UEA offers students the tools to participate in both of these endeavours. Students following the proposed course will be able to reflect and interrogate the dynamics of gender across different historical periods and in relation to a range of sites. The programme utilises existing provision within the University whilst also developing targeted courses which bring the programme together.

In terms of the proposed structure I would strongly endorse the establishment of a core course along the lines proposed here. The course establishes a coherent intellectual framework for the interrogation of gender as an object of analysis in relation to other dimensions of identity, power, privilege and inequality and also enables the exploration of the history and current configurations of feminist theory. A course of this type is absolutely key for the programme. In addition, the core course will enable a strong sense of coherence to the cohort which is particularly important when many of the options that students take will be in different schools and departments. The proposal also features a dedicated core module on appropriate research methods which will be of great value to students preparing for the dissertation which is the final element of the course. Students also have the benefit of optional courses from across the University. UEA is extremely well placed to offer a course of this kind as it already houses within individual departments an array of gender-focussed courses and thus has the relevant expertise. Students will undoubtedly hugely benefit from this. It will, of course, be important to maintain the identity of the programme and I would suggest the inclusion of an advisor and supervisory regime which is sensitive to the particular demands on students taking courses across disciplines and in different departments.

In sum I fully support this well balanced programme in Gender Studies, which is an area of high demand from students seeking to understand the gender dynamics of our social, political, cultural and intimate worlds.

BC4 <i>note</i> BC4	STUDENT NUMBERS AND TUITION FEES	Consult with HOS, PLN, Faculty Dean, FFM			
BC4.1	Student Numbers				
a	Proposed student target intake	Number			
<i>note</i> BC4.1a	Full Time (Home/EU)	20			
	Full Time (International)	2-5			
	Part Time (Heads)	2 in the first year although we do not see part time as the primary market for this programme			
	Distance Learning (Heads)	N/A			
	Minimum viable intake (full times equivalents)	15 in year one			
	Maximum viable intake (full times equivalents)	30 in year one			
b	Are the student numbers:				
<i>note</i> BC4.1b	a) available via redistribution within the School? <i>Consult the Head of School</i>	YES	<input type="checkbox"/>	NO	<input checked="" type="checkbox"/>
	b) available via redistribution with the Faculty? <i>Consult the Dean of Faculty</i>	YES	<input type="checkbox"/>	NO	<input checked="" type="checkbox"/>
	c) additional numbers required? <i>Consult the Planning Office (PLN)</i>	YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
	Please give a summary of how your answers to a), b) and c) above will be achieved.				
	"The Course will generate a significant direct recurrent surplus if targets are achieved. The impact of failing to achieve targets would be a reduced surplus as minimal fixed costs, including staff costs, are expected to be incurred to run the course. Predicted level of surplus should ensure sufficient level of funding available to meet start-up costs (marketing) and any recurrent overhead costs incurred by Central Service departments." (Chris Penn, Faculty Finance Manager, HUM)				
BC4.2	Tuition Fees				
	Please select the relevant fee schedule:				
	a) Standard Home/EU/International	Standard fees for 2017/18 will apply (not yet fixed)			
	b) Full-cost <i>Please consult with FFM</i>				
	c) Other <i>Please provide brief details</i>				

BC5	IMPACT				
BC5.1 <i>note</i> BC5.1	EQUALITY AND DIVERSITY	Consult with Equality & Diversity Manager and Widening Participation team			

a	Does the course and/or School cover a subject area(s) which traditionally attract(s) a very specific or narrow student profile?	YES	
		NO	X
b	If yes, what steps will be taken to attract non-traditional students to the course/School? (Aspects to consider include: age, disability, ethnicity (home and international), gender, sexual orientation, religion and belief, and socio-economic group.)		
c	Will students undertake placements/ come into direct contact with vulnerable groups as part of their study? If so, will a CRB be required?		
	No		
BC 5.2 <i>note</i> <i>BC5.2</i>	CURRENT STUDENTS AND/OR APPLICANTS		
a	Have School SSLCs been consulted regarding this proposal? If YES, what has been their input/response?	YES	X
		NO	
	<p>The proposal was initially developed in 2013/14 at which point all School SSLCs were consulted. The course planning team, which includes staff from each of the Schools in HUM, followed this up in 2015 to secure a full response and received positive comments and helpful suggestions from all Schools:</p> <p>AMA (including responses from AMS/ART/FTM which predate the establishment of AMA): valued the multi-School contribution and possibly links to anthropology. It was mentioned that it could relate well within the new reconfiguration of the School as part of Art, Media and America Studies. Thought that the nature of the programme would mean that a core module and a clear home School would be important to students.</p> <p>HIS - Not raised at SSLC, as only there was only one attendee. The programme was discussed and supported at the HIS School Board in Autumn 2015.</p> <p>LDC – positive feedback for the new course and its interdisciplinary focus; note that it will be attractive for PGR students in terms of research culture; observation that it will be important to clarify the distinctiveness in contrast to existing programmes at other Universities (e.g. Sussex).</p> <p>PPL (including responses from PHI/PSI/LCS collected in previous structure) - Philosophy a crucial zone for thinking gender, because of women's historic exclusion from philosophy, because of the way philosophy and philosophical thinking about the nature of gender. Politics has introduced modules exploring gender and power in response to student demand</p>		
b	Will any current students or applicants be affected by this proposal?	YES	
		NO (go to 5.3)	X
c	Evidence of consultation of current students and written consent obtained Please briefly describe what consultation has taken place and what responses there have been. Is there full support from all members of the relevant student cohort(s)?		

	<p>A number of focus groups were organised with both final year UG students and PGT students in November 2013. It was found that across the groups there was a relatively positive reaction to the idea of studying Gender Studies both from the title and the contents of the course programme with particular comments being made about its “social applicability” and that “[society] is at a very important point in history for the development of gender politics” which this programme speaks to. Students involved in the focus groups were also excited by the interdisciplinary nature of the degree, allowing candidates to select from a variety of different modules across and even external to the faculty. The focus groups were concerned (from the original course descriptor) that the MA was being pitched to applicants wishing to follow an academic route to PhD. The course descriptor has subsequently been modified to incorporate possible career choices for graduates from this programme.</p> <p>In December 2015 further views were sought from the UEA Feminist Society in addition to SSLCs. Responses received have been positive and have underlined the value of a Humanities-focused MA Gender Studies.</p>	
d	<p>Informing applicants What arrangements have been made (for informing applicants who may be affected by any change(s)? Written notification, including advice about any alternative options that may be given, must be sent to applicants holding unconditional/ conditional firm or conditional insurance offers.</p>	
	N/A	
BC5.3 <i>note</i> BC5.3	ACADEMIC STAFF	Consult with HOS, Dean of Faculty
	What is the impact / what are the resource implications of the proposal on academic staff?	
a	Please give an indicative number of <u>additional</u> teaching hours required within the school to deliver the new course/changes to the course in any one year	6 hours in S1
b	Is a new discipline or specialism being introduced that requires a new appointment?	YES
		NO
c	Are new appointments required to meet any additional hours?	YES
		NO
d	If yes to either b or c above, how many of what type (eg Teaching and Scholarship, Teaching and Research) and at what level?	
e	What is the source of funding for new academic staff?	
	N/A	
f	Are there any implications outside the sponsoring School/s e.g. service teaching, by other Schools of Studies?	
	<p>Located within the Interdisciplinary Institute for the Humanities, the MA will be taught across all Schools in the Faculty. The compulsory modules will draw on contributions from across the Faculty (and beyond) which will have implications for teaching loads. Optional modules are composed of either existing successful modules or new modules designed to fit both Gender Studies and other MA courses. This design has the positive benefit of increasing student numbers on</p>	

	optional modules, a key goal of the PGT review conducted in HUM in response to University strategy. The proposal has been discussed – and supported - within the HUM Faculty Exec as a cross-faculty programme which requires and is intended to further facilitate interdisciplinary working.		
g	Are any other teaching adjustments required? For example, will new modules be introduced, other modules withdrawn or combined?		
	Yes – two new modules: “Gender in Study” and “Feminist Research Methods” A dissertation module will be required and this will be supported by “Gender Studies Beyond the Classroom”, a week-long (10 credit) programme of research training geared toward the dissertation project and a Dissertation module.		
BC5.4 <i>note</i> <i>BC5.4</i>	COURSE RATIONALISATION	Consult with HOS, Dean of relevant Faculties, PLN	
a	DO ANY SIMILAR COURSES ALREADY EXIST AT UEA?	YES	X
		NO	
	If YES, please specify Course name, UCAS Code(s) / Course codes		
	MA Gender Analysis in International Development – Cecile Jackson (Course Director of this programme) has been consulted and strongly supports a strategy that enhances our provision of Gender Studies programmes at MA level. (See BC3.2)		
b	IS/ARE ANY COURSE(S) TO BE CLOSED TO NEW APPLICANTS AS PART OF THIS PROPOSAL?	YES	
		NO	X
	If YES, please specify Course name, UCAS Code(s) / Course codes and date from which course(s) is to be withdrawn?		
c	Please give an indicative number of teaching hours <u>released</u> within the school in any one year by the closure of the courses listed above		

BC6	PHYSICAL RESOURCES		
BC6.1 <i>note</i> <i>BC6.1</i>	What new or additional facilities and /or equipment are required for the delivery of this course?		
a	Classroom and study facilities	X	
b	Computer equipment	X	
c	Other equipment	X	
d	Consumables	X	
BC6.2	What additional books/journals/electronic resources other than those already available will be required year by year until steady state is reached?		
	The range of modules proposed for this programme is already being taught and therefore should have relevant books, journals, and resources. It will however require additional books for the two new core modules.		
BC6.3	Are there any other special arrangements on which this course proposal will depend? (E.g. placements, year abroad).	YES	
		NO	X
	If Yes, please give details of likely costs/whether appropriate agreements are in place/have to be drawn up?		

BC6.4	Are there any start-up costs (e.g. any initial publicity and promotion?)	YES	X
		NO	
	If yes, please give details:		
	Promotion of the MA including focus on feminist/gender-focussed staff research.		

BC7 <i>note</i> BC7	IMPACT / RESOURCE IMPLICATIONS FOR OTHER UNIVERSITY SERVICES		
COMPLETION OF THIS SECTION TO BE COORDINATED BY LEARNING AND TEACHING SERVICE (LTS) COORDINATOR			
Please circulate Parts 1 & 2 to the following for their comments (if any). Comments to be returned within 10 working days.			
<i>note</i> BC7	What is the impact of the proposal on support staff and resources in the office for which you are responsible?		
Date of circulation:	11 March 2014. NB: the original proposal was not brought forward to LTC in 2014 since a HUM-wide PGT review was instituted at that point. It was considered necessary to ensure that the MA Gender Studies should be consistent with the review; this has not altered the academic or business case in a manner that impacts negatively on resources.		
BC7.1	Dean of Students (DOS)		
	Any additional student numbers potentially increase the pressure on the services provided by the DOS Office although there is nothing in the particular proposal which would point to demand on any particular strand of provision. Jane Amos		
BC7.2	Deputy Dean of Students (accommodation)		
	Home/EU students are not guaranteed University accommodation and part-time students are not eligible for rooms. The target intake of 2 full-time international students can be accommodated within current accommodation guarantees. Linda Shepherd		
BC7.3	Director of Information Services (ISD)		
	I have reviewed the course proposal and have no concerns about the impact on IT provision. Jonathan Colam-French		
BC7.4	Director of Library Services (LIB)		
	Based on the course proposal, we feel that the demands for books for this new MA degree can be managed from within the constraints of the existing Arts and humanities book budgets, and copies of many of the key texts are already in stock as gender is a theme which runs through many HUM modules and is a popular UG dissertation and PGR research area. The Faculty Librarian reviewed copies and usage of the key texts identified and in		

	<p>2014 ordered extra copies and e-books from the 2013-14 financial year's budget. A further check of listed texts will be made.</p> <p>It would be helpful if the updated module outlines for the existing modules were provided to the Faculty Librarian by their convenors. It would be appreciated if reading lists could be created in the online reading list system provided by Talis Aspire, to ensure easy access for students to the materials we buy and scan for modules for this degree. Course directors can contact Lib.Reading@uea.ac.uk or their Faculty Librarian for further information and training support if required. Any required texts, additional copies and e-books will be identified and ordered from module outlines we receive.</p> <p>Module outlines or further lists of key texts for the new modules need to be provided to the Faculty Librarian before May 2017 by the convenors of these modules to ensure that items arrive in time for the start of the Autumn Semester.</p> <p>The course proposer asked in 2014 for the module convenors to identify if there were any new journal titles that are required for this module. The Faculty Librarian placed subscriptions for the titles Gender and Society, and Journal of Women's History which were identified. It is not expected that any further journal titles will be possible without cancellation of an existing title.</p> <p>Nicholas Lewis</p>
BC7.5	Careers Manager (CCEN)
	No comments received
BC7.6	Head of Learning & Teaching Service (LTS)
	<p>The introduction of this course will not have a significant effect on the workload of the ARTS Hub on its own, as the numbers are small. However, a proliferation of new modules and/or new courses, without a reciprocal culling of unpopular modules and courses may have a significant effect on the administrative workload longer term. It is something that we will keep under review.</p> <p>Caroline Sauverin</p>
BC7.7	Head of Admissions (ARM)
	No comments received
BC7.8	Director of Planning Office (PLN)
	<p>PGT numbers are not regulated so there is no significant issue with the additional numbers requested in this document. However, there will be a requirement to ensure appropriate student: staff ratio costs are included in the business plan to ensure that the University's overall current target of 13.5:1 does not deteriorate. Standard fees are noted.</p> <p>Ian Callaghan</p>
BC7.9	Any other service or department
<i>note</i> BC7.9	No comments received

BC8	ADDITIONAL COMMENTS
COMPLETION OF THIS SECTION TO BE COORDINATED BY LEARNING AND TEACHING SERVICE (LTS) COORDINATOR	
Please circulate Parts 1 & 2 to the following for their comments (if any). Comments to be returned within 10 working days.	
<i>note</i> BC8	Is there anything further to add to the proposal from the perspective of your service and expertise?
Date of circulation:	22 February 2016
BC8.1	Market Research Manager (on Section BC2)
	<p>Market Research Manager Comment – Both quantitative and qualitative research into the possible appeal of this course was undertaken by the Market Research team in the Business Intelligence Unit.</p> <ul style="list-style-type: none"> • Testing of the MA Gender Studies was included in a survey of UEA alumni in 2013 which was designed to test interest in different possible new PGT courses. Of respondents who expressed an interest in studying an MA in an Arts and Humanities subject in the future 67% expressed an interest in studying a “topic specific degree” covering different areas of the Humanities but linked by a topic (second to 82% interested in a subject specific degree). When asked about specific possible courses 16% of those interested in an Arts and Humanities subject showed interest in Gender Studies specifically. To provide some indication of scale, existing UEA courses were included in the list and, for context, the least frequently picked course was American Studies with 14% and the most popular was Philosophy with 26%. It is recommended that some consideration is given to these data when considering likely levels of recruitment to the proposed course. • As outlined in the Course Proposal, a number of focus groups were organised with both final year UG students and PGT students in November 2013 and, I would, support the course proposal’s assertion that across the groups there was a relatively positive reaction to the idea of studying Gender Studies specifically and in the concept of studying across disciplines more generally. However, the discussions did highlight some areas for further consideration in terms of the positioning and promotion of the course which do need to be considered to ensure this is a viable addition to the UEA portfolio: <ul style="list-style-type: none"> ○ Employability - Currently the course is perceived to be theoretical in focus and as such likely to appeal to those interested in a career in academia rather than those wishing to study to aid wider career aspirations. There may be a decision to make between wider or niche appeal. ○ Specialism vs. Breadth – Some felt the course to be too broad and, thus, more appropriate as a BA than an MA course. This interplay between wanting a specialism but not too specialised characterised all groups and will be the important balance to strike to make a successful course. ○ Exclusivity - Some participants felt the subject area to be “exclusive” to those communities studied (e.g. women, feminists, the LGBT community etc.) and as such that it may risk only having niche appeal. ○ Distinctiveness – Some participants raised concerns that similar courses were already on offer at competitor institutions and what would UEA do to make this one different. <p>Becky Price</p>
BC8.2	Careers Manager (on Section BC3)

	No comments received
BC8.3	Equality & Diversity Manager (on Section BC5.1)
	No comments received
BC8.4	Director of Planning Office (PLN) (on full Business Case)
	No further comments to make.
BC8.5	Faculty Finance Manager (on full Business Case)
<i>note</i> BC8.5	Should the course recruit its' minimum target of 15 students it would generate income of at least £109.4k (assuming all Home / EU Students recruited). As a consequence the Faculty would be required to employ an additional member of staff to maintain the approved SSR Rate at an approx. cost of £50k, resulting in net income of £49.4k.

BC9	PROPOSER'S RESPONSE TO COMMENTS IN BC7 & BC8 ABOVE
<i>note</i> BC9	<p>Many thanks for taking the time to review the proposal. On the whole the comments were positive.</p> <p>There are however a few comments the course team would wish to respond to:</p> <p>Director of Library Services</p> <p>As this course is not to run until 2017/18 we are confident that there is time to provide module outlines and further lists of key texts to the Faculty Librarian. Moreover, since the programme builds on and draws together areas of gender teaching and research which are already well established as part of UEA provision we do not anticipate significant gaps in the collection. Upon approval it will be a priority for the course team to identify any purchases. It should be emphasised that since gender forms an important component of existing teaching within the disciplines that the development of this interdisciplinary programme is not envisaged as requiring significant additional library expenditure.</p> <p>Market Research Manager (Becky Price)</p> <p>I would like to reassure Becky Price that the issues that the focus group's raised have been considered and acted upon:</p> <p>Employability – The promotional material listed above in S12 was revised to accommodate this concern over the course being too theoretical in focus and hence only catering to those students wishing to remain in academia. The Faculty is currently developing a HUM specific training programme for PGT students which will include a series of guest speakers from the creative and other industries and the course overall will benefit from this. The option to pursue a placement within one of the core modules (based on a model tested in PPL) will increase awareness of employability issues for all students.</p> <p>Specialism vs. Breadth – As the optional modules offered on the course function for both the MA Gender Studies and at least one other MA programme, students will be able to develop disciplinary interests. The interdisciplinary nature of the course with gender studies as the overarching framework will be reinforced through the use of</p>

co-supervision of the dissertation a bringing together a member of the core Gender Studies team with discipline expertise from across the Schools.

Exclusivity – Nationally the development of Gender Studies as distinct from Women’s Studies has resulted in significant growth in the number of programmes available and students opting to take these programmes. Several MA courses appeal to applicants with a firm interest in this particular subject, cultivated during their undergraduate degree, which they know wish to pursue at a more advanced level. While the compulsory module “Feminist Research Methods” signals clearly that the MA Gender Studies is oriented towards a political understanding of gender, this is in line with a subject area that is typically aimed at reflecting on, facilitating and producing change with regards to social inequalities.

Distinctiveness – The difference with this course to similar ones in the market currently is that it’s based in the Faculty of the Arts and Humanities (as opposed to Social Sciences, which is where such MA courses are typically based) allowing students to explore Gender Studies from a Humanities perspective. The strength and depth of relevant research expertise is a considerable asset.

UEA LEARNING & TEACHING SERVICE

FULL COURSE PROPOSAL

Part 3 ACADEMIC CASE (including Programme Specification)

AC1	COURSE MANAGEMENT INFORMATION				
AC1.1	REGULATORY FRAMEWORK (please tick all that apply)				
	Undergraduate Regulations (including Integrated Masters)				
	Postgraduate Taught Regulations				X
	Graduate Diplomas				X
	PGCE				
AC1.2a	Is the course as a whole assessed on a pass/fail basis?	YES		NO	X
AC1.2b	Are any modules assessed on a pass/fail basis?	YES	X	NO	
AC1.2c	If so, how many modules and what is the credit volume for each module?				
	One module – ‘Gender Studies Beyond the Classroom’ – 10 credits in assessment period				

AC2 <i>note AC2.1</i>	YEAR WEIGHTINGS AND PROGRESSION REQUIREMENTS (For undergraduate or integrated masters courses only)				
Please select only from the permitted options - see UG/PGT regulations					
Stage <i>Note AC2.2</i>	Level	Year of course	Weightings	Progression requirement	Exit Award <i>Note AC2.3</i>
Stage 0	Level 3				
Stage 1	Level 4				
Stage 2	Level 5				
Year Abroad / in Industry					
Stage 3	Level 6				
Stage M	Level 7				

AC3	BOARD OF EXAMINERS				
AC3.1	Is there an existing Board of Examiners?	YES	X	NO	
AC3.2a	If YES, which existing board will be responsible for the course?	HUM			
AC3.2b	If NO, please enter details for new board of examiners				
	Are any new external examiner(s) required?	YES	X	NO	

AC3.3b	If yes, how many?	1
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PS	PROGRAMME SPECIFICATION
<i>note</i> <i>PS</i>	This part of the form will serve a dual purpose. Please read the guidance note carefully before completing



University of East Anglia
LEARNING & TEACHING SERVICE

**PROGRAMME SPECIFICATION
FOR AN AWARD OF
THE UNIVERSITY OF EAST
ANGLIA**

PS1 COURSE PROFILE	<i>note PS1</i>
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YEAR 1 profile				Level	This column will be deleted prior to publication
				7	
Module Code (TBA if not known)	Compulsory? - or name of Option range	Credits	Module Title	Teaching period, eg Sem 1, Year-long	New / amended / existing
TBA	COMPULSORY	20	STUDY IN GENDER	SEM 1	NEW
TBA	COMPULSORY	20	FEMINIST RESEARCH METHODS	SEM1	NEW
TBA	COMPULSORY	90	DISSERTATION (D)	SEM 2/ SEM 3	NEW
TBA	COMPULSORY	10	GENDER BEYOND THE CLASSROOM	SEM 3	NEW
AMALM022	OPTIONAL	20	GOOD GOOD GIRLS AND GOOD BAD BOYS? AMERICAN FICTIONS OF INNOCENCE	SEM 2	EXISTING
TBA	OPTIONAL	20	FEMINISMS, GENERATION AND THE MEDIA (AMA)	SEM 2	NEW
TBA	OPTIONAL	20	CRITICALLY QUEER: SEX, GENDER AND SEXUALITY (IIH)	SEM 2	NEW
TBA	OPTIONAL	20	GENDER AND POWER (PPI)	SEM 2	NEW

PS2 MAPPING LEARNING OUTCOMES

note PS2

**Mapping learning outcomes – please list learning outcomes and enter module code against assessment type
YEAR 1 learning outcomes**

Assessment type

Essay	Lab report	Course test	Exam	Project/ Dissertation/ Report	Oral Presentation	Assessment of practice	Other	Other
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<p>Demonstrate core knowledge of key theoretical approaches to understanding the concept of gender from a range of disciplinary backgrounds</p>	<p>'Study in Gender' 'Critically Queer' 'Good Good Girls' 'Gender and Power' 'Feminisms, Generations and the Media'</p>				<p>'Dissertation'</p>	<p>'Gender Beyond'</p>		<p>'Study in Gender' (FA)</p>	<p>'Critically Queer' (FA) 'Critically Queer' (FB)</p>
<p>Critically reflect on the uses and limitations of a range of research methods and methodologies for thinking through issues of gender</p>					<p>'Dissertation'</p>	<p>'Gender Beyond'</p>			<p>'Feminist Methods' (A) 'Feminist Methods' (B)</p>
<p>Develop an understanding of the range of theoretical arguments and methodological questions around gender studies applying an interdisciplinary framework</p>	<p>'Study in Gender' 'Critically Queer' 'Good Good Girls' 'Gender and Power'</p>				<p>'Dissertation'</p>	<p>'Gender Beyond'</p>		<p>'Study in Gender' (FA)</p>	<p>'Feminist Methods' (A) 'Feminist Methods' (B) 'Critically</p>

	'Feminisms, Generations and the Media'								Queer' (FA) 'Critically Queer' (FB)
Work independently to produce a piece of research concerning gender which engages with and contributes to current academic debates.	'Study in Gender' 'Critically Queer'				'Dissertation'			'Study in Gender' (FB)	
Critically reflect on the shape and direction of contemporary gender studies.	'Study in Gender' 'Critically Queer'								'Feminist Methods' (A) 'Critically Queer' (FB)
Demonstrate an understanding of the value of Gender Studies as a discipline and its potential impact on society.	'Study in Gender' 'Critically Queer'				'Dissertation'				'Feminist Methods' (A) 'Critically Queer' (FB)
Demonstrate the ability to effectively communicate ideas and research strategies in the context of the academy and to the public	'Study in Gender' 'Critically Queer'				'Dissertation'	'Gender Beyond'		'Gender Beyond' (A)	'Critically Queer' (FB)

<p>Demonstrate an understanding of the requirements of post-graduate research and the skills required to plan and undertake a research project effectively</p>					<p>'Dissertation'</p>	<p>'Gender Beyond'</p>		<p>'Gender Beyond' (A)</p>	<p>'Feminist Methods' (B) 'Critically Queer' (FA)</p>
<p>Reflect further on career possibilities and the transitional skills acquired</p>								<p>'Gender Beyond' (A)</p>	
<p>Other: please give details</p> <p>'Study in Gender' (FA) – Critical Summary of Reading (Formative) 'Study in Gender' (FB) – Essay Plan (Formative) 'Feminist Methods' (A) – Case Study Analysis 'Feminist Methods' (B) – Research Proposal 'Gender Beyond' (A) – Reflective Report 'Critically Queer' (FA) – Essay Plan (Formative) 'Critically Queer' (FB) – Concept Map (Formative)</p>									

PS3 PROGRAMME COHERENCE AND FEEDBACK CYCLES*note*
PS3**PS3.1 learning progression**

How will progression in terms of skills, knowledge and understanding be reflected in the programme between modules in any one year and across the years as students progress through their course of study?

note
PS3.1

Progression of skills, knowledge and understanding is embedded into the design of the programme. Prior to the start of teaching, students will be transitioned into the programme via exercises designed to cover the foundational areas of Gender Studies as a discipline (we aspire to exploit UEA's digital resources to offer these exercises online). This will prepare students for the two core modules in Semester I and will be particularly useful for students who are returning to study after some time, and/or did not take a first degree that focused on gender in great detail.

These group exercises within the transition phase will feed directly into the first week of the teaching programme. For example, a workshop session exploring what is meant by "interdisciplinary study", what it involves, and what its benefits are, will introduce students to some of the methodological and theoretical concerns they will be addressing in their modules. Presentations from staff leading the optional Semester 2 modules will ensure students are able to make informed choices. Spending their first semester together within the framework of compulsory modules, Gender Studies students will establish a strong sense of student identity and allow students to begin to develop effective working relationships that will support their learning throughout the programme.

Progression of skills, knowledge and understanding is secured through the structure of the course, beginning as it does with the core modules, 'Study in Gender' and 'Feminist Research Methods'. These semester I modules will provide the theoretical context to the programme's overall interests in historical, political, artistic and cultural constructions and representations of gender. The innovative delivery of 'Study in Gender' will support students in the development of their own scholarly voice and help them to clearly see how their ideas fit within existing and emerging bodies of academic thought. The two core modules will be complemented by a student-led reading group – Discussing Gender Studies - which will encourage students to draw connections between the theories and methods they have been studying and give additional opportunities for students to pursue their specific interests with a view to developing ideas for their dissertation.

The dissertation is supported by an intensive week-long training module, 'Gender Studies Beyond the Classroom', which requires students to reflect on different research methods and methodological questions common to a gender studies framework of analysis. Through the programme students will present and give feedback on dissertation projects. They will also benefit from presentations from external partners geared towards real-world applications of the skills and ideas developed on the programme. Furthermore, students will help to design and run a 2-day symposium as part of the module, requiring them to exercise a range of transferrable skills, and reflect on the way in which scholars communicate their research to different audiences.

The dissertation itself will be co-supervised by two academics from across the Faculty (and where appropriate drawing supervision from SSF) in order to support interdisciplinary components of student research. Supervisors will be available for

meetings and to read drafts up until July. After this date, supervisors will be available via email to answer minor questions related to the dissertation. All information regarding formatting and submission will be accessible via Blackboard.

The range of discipline specific options offered in semester 2 will allow students to select their own pathway through the course depending on their career aspirations.

In addition to the opportunities for skills development offered by the programme itself, a dedicated HUM training programme (led jointly by the careers service at UEA and Faculty members in HUM) will deliver a range of optional sessions for current PGT students including an alumni speaker series with HUM MA graduates offering advice and expert guidance on specific industries.

Students on the MA Gender Studies will also be encouraged to engage with off-programme activities involving academics from relevant research clusters such as the Feminist Media Studies Grouping within AMA. This will allow students to broaden their academic interests, experience gender studies at work in academia, and build relationships with potential dissertation supervisors.

PS3.2 feedback cycle

Please explain how assessments and feedback / feed forward support the coherence of the programme. Comment on number and types of assessment, both formative and summative; the types and format of feedback students will receive; and their sequencing. How will assessments and feedback impact on subsequent modules?

*note
PS3.2*

All modules on the Gender Studies MA will include a combination of formative and summative assessment with a minimum ratio of 1:1. This is essential in order that students can develop the necessary learning, knowledge, and understanding required for each module before summative work is submitted.

Formative feedback will usually be provided orally either in the context of a tutorial or a one-to-one meeting. Students may also receive written feedback on formative work, particularly in relation to project/essay proposals. Formative assessments will be designed to either support students' engagement with the module and understanding of the core topics being explored (for example, the Critical Summary assignment in 'Study in Gender') or will lead directly into a summative piece of work (such as the dissertation proposal).

Summative feedback will be provided in written form and students will be offered a tutorial session where they can meet with the module tutor to discuss their submission and resulting mark. These tutorials will encourage students to see the connections between their learning on different modules and how they can use their summative feedback to improve their achievement in subsequent modules. This recognition of the programme as a progressive journey is further secured by the structure of the course profile. The 2 core modules in Semester I provide students with the theoretical and methodological foundations which they will feed through to modules taken in Option Range A as they begin to specialise in particular areas of gender studies and develop their plans for the dissertation.

In addition to the formal pieces of formative work which will be handed in to lecturers for feedback, the delivery of the modules will provide students with weekly opportunities to receive feedback on their learning from their peers as well as academics.

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PS4	EXAMINATIONS	<i>note PS4</i>	
		Written	Practical (e.g. OSCES and OSPES)
	How many modules will include an exam element?	0	
	How many hours of exams are there in Stage 0? (if applicable)		
	How many hours of exams are there in Stage 1?		
	How many hours of exams are there in Stage 2?		
	How many hours of exams are there in Stage 3?		
	How many hours of exams are there in Stage 4? (if applicable)		
	How many hours of exams are there in Stage 5? (if applicable)		
	How many hours does the programme (as a whole) include?	0	

PS5	EQUALITY & WIDENING PARTICIPATION	<i>note PS5</i>
PS5.1	<p>How do the admissions criteria specifically for this course ensure equality of opportunity for all applicants?</p> <p>The Faculty welcomes applications from students whose first language is not English. To ensure such students benefit from postgraduate study, we require evidence of proficiency in English. Our usual entry requirements are as follows:</p> <ul style="list-style-type: none"> • IELTS: 7 (minimum 6.5 in all components) <p>A range of alternative language proficiency qualifications will also be considered. Applicants will be advised to contact the admission team for advice and guidance.</p> <p>Applicants should have a first degree with a minimum of 2:1 (or equivalent) typically in an Arts and Humanities discipline.</p>	
PS5.2	<p>What steps have been taken to ensure an inclusive curriculum?</p> <p>The course programme has a particularly strong focus on communication skills and offers opportunities for students to express their ideas through a variety of different formats including seminar-based discussions, oral presentations, research reports, and essays. As the course is interdisciplinary, administered from the Interdisciplinary Institute for the Humanities, students will be integrated in several different School's research cultures, allowing them to develop a range of interests.</p> <p>As an MA Gender Studies as opposed to, say, an MA Women Studies, this programme encompasses a wide range of critical perspectives and approaches gender as a complex and fluid concept. The programme is designed to encourage students to critically engage with the world around them. Its aim is for students to graduate from this programme with a deeper awareness of social equality and the hierarchies of power. They are also strongly encouraged to reflect on the social and cultural benefits of their research in order that they may use it for engagement and, perhaps, wider impact beyond the academy.</p>	

PS5.3	In what ways do learning and teaching and assessment methods ensure inclusivity, reasonable adjustment and equality of opportunity?
	<p>The programme incorporates a range of assessment methods including essays, case study analyses, and oral presentations. All students will be able to access support from academic staff and/or tutors in the Dean of Students Office.</p> <p>Timetabled sessions will be supportive environments that allow students to exercise different learning styles and voice their ideas and opinions with confidence. All modules will have a Blackboard site which will provide students with supporting resources and information that they can access at any time.</p> <p>If required, reasonable adjustments will be made to ensure students with specific learning needs are able to fully engage with the programme. For example, the provision of handouts on coloured paper, or permission to record seminar discussions.</p> <p>Formative feedback is a core element of course assessment policy and will provide all students with constructive and supportive guidance on how to improve their work. Formative feedback will usually be provided via 1-to-1 or group tutorials allowing students to engage in a dialogue about their work and discuss how they can use the feedback they receive to develop their knowledge and skills.</p> <p>The course structure gives equal opportunities for students wishing to pursue further research at PhD level and those wanting to seek employment. This is particularly evident in the 10 credit 'Gender Studies Beyond the Classroom' which helps students draw together the skills and knowledge acquired over the course of the programme and consider how they might be applied within an employment context as well as in their dissertation projects. This module, complemented by the HUM PGT training programme, encourages students to reflect on their career paths and hone the transitional skills required to achieve their aims.</p> <p>Students are not required to purchase reading materials, which are readily available in the campus library or will be made available on Blackboard. If the module is media-based and there is a practical element they will be able to use the editing facilities and cameras available on campus.</p>

PS6	EMPLOYABILITY	<i>note PS6</i>
	How is employability embedded into the delivery of the course?	
	<p>With a keen awareness that many of UEA MA students in HUM use their degree to further aspirations in the workplace, rather than going on to further study at PhD, employability is a central component of this MA course. Students will develop a range of transitional skills on the individual modules that will transfer into the workplace. They will also be allocated an academic advisor on entry who will remain in post for the duration of their degree. In the final months of the programme the dissertation supervisor provides additional continuity and support. The advising system provides the structure through which all students receive feedback on their CV preparation and advice for interview preparation, in addition to encouragement to participate in a range of careers events.</p>	

That students' employability is a central concern of this programme is highlighted by the inclusion of the 10 credit module 'Gender Studies Beyond the Classroom.' In addition to helping students to prepare for their dissertation this module will allow them to hone transferrable skills in areas such as event planning, time management, team work and presentations. The module will also:

- incorporate employer workshops which will demonstrate some of the ways in which gender studies research can be (and is) used by different organisations;
- help students to understand what employers are looking for and how they can articulate their transferrable skills effectively;
- provide opportunities for students to network with people working in industries and organisations in which they may want to pursue careers.

In addition students will benefit from the wider PGT training programme directed by the careers service and HUM Faculty. The range of sessions included will include both research and vocational oriented career advice (so those taking the MA to move on to a PhD and those who intend to move into the workplace). These sessions will be completed by a PGT alumni speaker series, which will include guest speakers from a variety of cultural industries.

AC4	MODULE OUTLINES FOR EXISTING COMPULSORY MODULES			
<i>note</i> AC4	Number of existing COMPULSORY modules	N/A		
	Module outlines attached? (as Appendix 1 to this form)	YES		NO

AC5	MINOR CHANGES TO EXISTING MODULES		
<i>note</i> AC5	Please list all existing modules, compulsory and optional, to which you are proposing minor changes		
Module Code	Module Title	Minor changes proposed	

AC6	NEW MODULES	
<i>note</i> AC6	How many new modules are being proposed?	4
Please complete a table AC6.x for each proposed new module		

AC6.1	NEW MODULE			
Module Title	Study in Gender			
Level	7			
Credit Value	20			
Teaching period, eg Semester 1, Year-long	Semester 1			
Likely Module Organiser	Dr Liz Powell (HUM)			
Module Type (eg EX/CW/WW/PR etc)	CW			
Does the Module include an Exam? Yes/No	No	How long will the exam be? (ie 1, 2 3 hours)		
Module Marking Scheme (Please tick as appropriate)	Pass/Fail?		Percentage marking?	Yes
Proposed Module Code	TBA			

Module Delivery (eg distance-learning campus based, work placement)	Campus Based
Brief Description	<p>The module will map the history of the field from the 1960s towards the concept of “gender”. Students will explore the breadth and depth of gender studies through a reflection of a variety of theoretical developments – including Masculinity studies, Queer Theory, and Postcolonial Feminism – and identify the key concerns that shape gender studies today.</p> <p>The module aims to establish a dialogue amongst students and UEA academics about the field, and consider not only how academia has sought to study gender but also how that study has itself been gendered. This is supported by the innovative delivery of the module. Each week students will participate in a 2 hour seminar where they will focus on a particular issue relating to gender. This will then be followed by a 1 hour panel discussion by 2-3 academics working in that particular area, which is informed by the ideas and questions raised by students in the seminar.</p>
Aims / learning outcomes	<ul style="list-style-type: none"> • To gain a critical awareness of the development of the field of gender studies from the mid-20th century; • To develop core knowledge and key understanding of theoretical approaches to the concept of gender from a range of disciplinary backgrounds; • To engage with current debates and consider the shape and direction of contemporary gender studies; • Develop an understanding of the importance of gender studies and its potential impact on society; • Develop the ability to seek, handle and critically interpret secondary sources and work critically with a range of textual and visual primary sources; • Improve their ability to work as part of a small team: engaging with others, listening, speaking, and developed their own critical thinking; • To enhance oral and written communication skills.
Key Reading (2-5 key texts or resources for targeted Library expenditure/purchase)	<p>Anne Cranny Francis et al, <i>Gender Studies: Terms and Debates</i>. Palgrave Macmillan, 2003.</p> <p>Jane Pilcher and Imelda Whelehan, <i>Fifty Key Concepts in Gender Studies</i>. Sage, 2004.</p> <p>Mairtin Mac an Ghail and Chris Haywood, <i>Gender, Culture, and Society: Contemporary Femininities and Masculinities</i>. Palgrave, 2006.</p> <p>Raewyn Collins, <i>Gender Polity Short Introduction</i>. Polity Press, 2009.</p> <p>R. W. Connell, <i>Gender and Power</i>. Polity, 1987.</p>

AC6.1	NEW MODULE		
Module Title	Feminist Research Methods		
Level	7		
Credit Value	20 (10 per semester)		
Teaching period, eg Semester 1, Year-long	Year-Long		
Likely Module Organiser	Dr Victorian Cann (IIH)/Dr Helen Warner (PPL)		
Module Type (eg EX/CW/WW/PR etc)	CW		
Does the Module include an Exam? Yes/No	No	How long will the exam be? (ie 1, 2 3 hours)	
Module Marking Scheme (Please tick as appropriate)	Pass/Fail?	Yes	Percentage marking?
Proposed Module Code	TBA		
Module Delivery (eg distance-learning campus based, work placement)	Campus Based		
Brief Description	<p>This module introduces students to the interdisciplinary feminist research methods and epistemologies in the humanities. We will question patriarchal power structures and reflect on how feminist researchers negotiate them in empirical research. In weekly discussions, we will explore the ways in which feminist theory shapes our research design, the issues we explore, the data we examine and the politics of the relationships we form with our subjects. This module encourages students to critically reflect on the strengths and weaknesses of each approach as well as consider how they might employ them within their own empirical research.</p>		
Aims / learning outcomes	<ul style="list-style-type: none"> • To engage actively with the politics of feminist enquiry including feminist concerns regarding ethics and representation; • To develop the skills to analyse and critically evaluate research in gender studies; • To understand and apply appropriate feminist methodologies within empirical research; • To consider the specificity of feminist research methods and its politics as opposed to supposedly 'gender blind' approaches; • To contextualise methodologies within the tradition of feminist research used within gender studies; • To provide solid intellectual preparation for students to implement in their dissertations; • To foster an intellectually stimulating and supportive community and empower researchers 		

	(individually or collectively) to contribute to the public good.
Key Reading (2-5 key texts or resources for targeted Library expenditure/purchase)	<p>Ackerly, Brooke and Jacqui True, <i>Doing Feminist Research in Political and Social Science</i>, Basingstoke: Palgrave, 2010.</p> <p>Barbara Pini and Bob Pease, <i>Men, Masculinities, and Methodologies</i>. Palgrave Macmillan, 2013.</p> <p>Lia Litosseliti, <i>Gender and Language: Theory and Practice</i>. Routledge, 2013.</p> <p>Mary Maynard and June Purvis, <i>Researching Women's Lives from a Feminist Perspective</i>. Taylor and Francis, 1994.</p> <p>Christina Hughes and Rachel Lara Cohen, <i>Feminism Counts: Quantitative Methods and Research Gender</i>. Routledge, repr 2013</p>

****Please copy and paste the above table for additional new modules****

AC6.1	NEW MODULE			
Module Title	Gender Beyond the Classroom			
Level	7			
Credit Value	10			
Teaching period, eg Semester 1, Year-long	One week during assessment period			
Likely Module Organiser	Victoria Cann (IIH)			
Module Type (eg EX/CW/WW/PR etc)				
Does the Module include an Exam? Yes/No	No	How long will the exam be? (ie 1, 2 3 hours)		
Module Marking Scheme (Please tick as appropriate)	Pass/Fail?	No	Percentage marking?	Yes
Proposed Module Code	TBA			
Module Delivery (eg distance-learning campus based, work placement)	Campus Based			
Brief Description	This module invites you to prepare for your dissertation by developing your research and employability skills. Uniquely, this module focuses on your student experience – you will help design and run a two-day symposium within a five-day Summer School.			

	<p>The Summer School will allow you to discuss research in depth with the leading academics in Gender Studies at UEA – and the research students who are breaking new ground. It will prepare you for your dissertation and enhance your planning, communication and time management skills.</p>
Learning Objectives/Aims	<p>The learning objectives of this module are to:</p> <ul style="list-style-type: none"> • Familiarise you with the breadth of research skills and methods relevant to postgraduate study and research in Gender Studies – and how research in this field is being applied and developed commercially and within academia; • Provide you with opportunities to develop and build upon research, planning, presentation and communication skills with academics and peers; • Understand what is involved in planning, organising, hosting and participating in a successful research symposium – and how to measure its success; • Prepare you for your Gender Studies dissertation; • Provide a solid grounding in the communication of your research in both presentation and networking situations. <p>By the end of this module you will be able to:</p> <ul style="list-style-type: none"> • Select techniques appropriate for an MA dissertation in Gender Studies – e.g. qualitative, quantitative etc.; • Identify the nature and sources of information and data needed to write your dissertation plan – and develop this plan through self-reflection; • Constructively and ethically critique your work and that of other students – identifying strengths and weaknesses in research plans and proposals; • You will develop skills in team work.
Key Reading (2-5 key texts or resources for targeted Library expenditure/purchase)	<p>Becker, Lucinda, <i>Presenting Your Research: Conferences, Symposiums, Poster Presentations and Beyond</i>, London: SAGE, 2014.</p> <p>Denicolo, Pam and Julie Reeves, <i>Developing Transferrable Skills: Enhancing Your Research and Employment Potential</i>, London: SAGE, 2013.</p> <p>Rook, Steve, <i>The Graduate Career Guidebook</i>, Basingstoke: Palgrave, 2013.</p>

****Please copy and paste the above table for additional new modules****

AC6.1

NEW MODULE

Module Title	Gender Studies Dissertation		
Level	7		
Credit Value	90		
Teaching period, eg Semester 1, Year-long	N/A		
Likely Module Organiser	Professor Yvonne Tasker (AMA)		
Module Type (eg EX/CW/WW/PR etc)	PR		
Does the Module include an Exam? Yes/No	No	How long will the exam be? (ie 1, 2 3 hours)	
Module Marking Scheme (Please tick as appropriate)	Pass/Fail?	No	Percentage marking? Yes
Proposed Module Code	TBA		
Module Delivery (eg distance-learning campus based, work placement)	Campus Based		
Brief Description	<p>The module provides the opportunity for Master's students to develop a small research project under the guidance of two supervisors from within the Faculty of Arts and Humanities (or if appropriate one supervisor from HUM and one from SSF). Interdisciplinary in nature, the topic should be chosen with a view to substantially extend the work completed on earlier modules and/or in previous study, and allow the student to pursue a specific area of interest within Gender Studies.</p> <p>The topic must be devised and adjusted in consultation with the Course Director/Module Convenor and the proposed supervisors. If no supervisors can be found for the project, then another topic must be identified.</p>		
Learning Aims/Outcomes	<ul style="list-style-type: none"> • To deploy detailed knowledge and in-depth understanding of established theoretical and methodological approaches within gender studies; • To demonstrate an understanding of, and ability to work within, an interdisciplinary framework; • To initiate autonomous analysis and discussion and explore the issues of importance within contemporary gender studies; • To show sensitivity and respect for the work of existing contributions in the field; 		

	<ul style="list-style-type: none"> • To demonstrate mature critical abilities in handling the ideas of others; • To argue coherently for a position of one's own, with a secure grasp of what constitutes sound argument; • To write succinctly in the academic register of English, with correct grammar, punctuation and orthography, avoiding unnecessary jargon; • To manage one's time efficiently, meet short and long term deadlines, including preparing original material for the supervisions and an extended piece of written work to a single long-term deadline; • To make mature use of feedback on written work and to improve his/her work in the light of advice from a mentor.
Key Reading (2-5 key texts or resources for targeted Library expenditure/purchase)	

****Please copy and paste the above table for additional new modules****

AC6.1	NEW MODULE		
Module Title	Critically Queer: Sex, Gender and Sexuality		
Level	7		
Credit Value	20		
Teaching period, eg Semester 1, Year-long	Semester 2		
Likely Module Organiser	Dr Fransisco Costa		
Module Type (eg EX/CW/WW/PR etc)			
Does the Module include an Exam? Yes/No	No	How long will the exam be? (ie 1, 2 3 hours)	
Module Marking Scheme (Please tick as appropriate)	Pass/Fail?	No	Percentage marking? Yes

Proposed Module Code	TBA
Module Delivery (eg distance-learning campus based, work placement)	Campus Based
Brief Description	<p>How are sex, gender and sexuality brought together to ensure the normative privileging of heterosexuality and the sex/gender binary? What possibilities are there for resistance to these norms? How does such resistance situate us socially, culturally, and politically? With queer theory as its focus and drawing on case studies from different fields – literature, film, drama and performance, politics, history, among others – this interdisciplinary module aims to examine sex, gender, and sexuality as effects of historically specific socio-cultural and geo-political power relations. Key concerns of the module include the politics of difference, representation and cultural production, performance and performativity, temporality and spatiality, subjectivity and embodiment.</p> <p>Rather than approaching queer studies as a singular or coherent school of thought, the module will continuously problematize queer studies as a field and a mode of analysis, asking: What does it mean for theory, in particular, to be queer? What is involved in queering theory and being critically queer? What kinds of bodies or desires does queer describe? What are the promises of queer theory, and what are its perils? What is the future of queer?</p> <p>Overall, the module aims to problematise and challenge normalisations, hierarchies and relations of domination and explore the powerful processes and languages that attempt to fix sex, gender and sexuality as unchanging and universal.</p>
Aims/Learning Outcomes	<ul style="list-style-type: none"> • Articulate and interrogate some of the basic precepts of queer theory as a lens of academic enquiry and as a discipline/social praxis and the implications for doing queer work; • Review and critically appraise writings on sex, gender and sexuality; • Theorise the ways in which queer theoretical analysis provides broader critique of such social categories, institutions and practices as subjectivity, gender, race, national identity, among others, while producing new knowledge in these areas; • Identify other social categories, normativities, and institutions that may be susceptible to queer theoretical analysis and why; • Identify and analyse cultural texts (literary texts, film, music, visual art, clinical and legal texts, etc.) demonstrating knowledge of a queer theoretical approach;

	<ul style="list-style-type: none"> * Research, analyse and synthesise information and knowledge from a range of disciplinary and interdisciplinary perspectives, and present findings in a variety of ways.
Key Reading (2-5 key texts or resources for targeted Library expenditure/purchase)	<p>Ahmed, Sara. <i>Queer Phenomenology: Orientations, Objects, Others</i>. Durham, NC, 2007.</p> <p>———. <i>The Promise of Happiness</i>. Durham, NC, 2010.</p> <p>Butler, Judith. <i>Gender Trouble: Feminism and the Subversion of Identity</i>. London, 1990.</p> <p>———. <i>Bodies That Matter: On the Discursive Limits of 'Sex'</i>. London, 1993.</p> <p>———. <i>Undoing Gender</i>. London, 2004.</p> <p>Califa, Pat. <i>Public Sex: The Culture of Radical Sex</i>. New York, 1994.</p> <p>Dinshaw, Carolyn. <i>Getting Medieval: Sexualities and Communities, Pre- and Postmodern</i>. Durham, NC, 1999.</p> <p>Edelman, Lee. <i>No Future: Queer Theory and the Death Drive</i>. Durham, NC, 2004.</p> <p>Eng, David, Judith Halberstam and José Esteban Muñoz, <i>What's Queer About Queer Studies Now?</i> Special issue of <i>Social Text</i>. Durham, NC, 2005.</p> <p>Eng, David. <i>The Feeling of Intimacy: Queer Liberalism and the Racialisation of Intimacy</i>. Durham, NC, 2010.</p> <p>Foucault, Michel. <i>The History of Sexuality</i>, 3 vols. London, 1978–85.</p> <p>Freeman, Elizabeth. <i>Time Binds: Queer Temporalities, Queer Histories</i>. Durham, NC, 2010.</p> <p>Fuss, Diana, ed. <i>Inside/Out: Lesbian Theories, Gay Theories</i>. London, 1991.</p> <p>Gopinath, Gayatri. <i>Impossible Desires: Queer Diasporas and South Asian Public Cultures</i>. Durham, NC, 2005.</p> <p>Halberstam, Judith. <i>Female Masculinity</i>. Durham, NC, 1998.</p> <p>———. <i>In a Queer Time and Place: Transgender Bodies, Subcultural Lives</i>. New York, 2005.</p> <p>———. <i>The Queer Art of Failure</i>. Durham, NC, 2011. Hall, Donald E., <i>Queer Theories</i>. London, 2002.</p> <p>Halperin, David. <i>Saint Foucault: Towards a Gay Hagiography</i>. Oxford, 1997.</p> <p>———. <i>How to Do the History of Homosexuality</i>. Chicago, 2002.</p> <p>Jagose, Annamarie. <i>Queer Theory: An Introduction</i>. New York, 1997.</p> <p>Johnson, E. Patrick and Mae G. Henderson, <i>Black Queer Studies: A Critical Anthology</i>. Durham, NC, 2005.</p>

	<p>Muñoz, José. <i>Disidentifications: Queers of Color and the Performance of Politics</i>. Minneapolis, MN, 1999.</p> <p>———. <i>Cruising Utopia: The Then and Now of Queer Futurity</i>. New York, 2009.</p> <p>Puar, Jasbir. <i>Terrorist Assemblages: Homonationalism in Queer Times</i>. Durham, NC, 2010.</p> <p>Sedgwick, Eve Kosofsky. <i>Epistemology of the Closet</i>. London, 1990.</p> <p>———. <i>Tendencies</i>. London, 1994.</p> <p>———. ed., <i>Novel Gazing: Queer Readings in Fiction</i>. Durham, NC, 1997.</p> <p>———. <i>Touching Feeling: Affect, Pedagogy, Performativity</i>. Durham, NC, 2003.</p> <p>Sinfield, Alan. <i>Gay and After</i>. London, 1998.</p> <p>———. <i>On Sexuality and Power</i>. New York, 2005.</p> <p>Valentine, David. <i>Imagining Transgender: An Ethnography of a Category</i>. Durham, NC, 2007.</p> <p>Warner, Michael, ed. <i>Fear of a Queer Planet: Queer Politics and Social Theory</i>. Minneapolis, MN, 1993.</p> <p>———. <i>The Trouble with Normal: Sex, Politics and the Ethics of Queer Life</i>. New York, 1999.</p> <p>———. <i>Publics and Counterpublics</i>. New York, 2002.</p>
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****Please copy and paste the above table for additional new modules****

AC8 <i>note</i> AC8	JOINT COURSES		
	Is the proposed course is a joint course?	YES	
		NO	X
	If YES, how will the student experience be managed?		

AC9 <i>note</i> AC9	COMMENTS/FEEDBACK FROM EXTERNAL PROFESSIONALS/ BODIES		
	Please provide a summary of external professional feedback received. Append full reports as Appendix 2		

<i>note</i> AC9	Please provide a summary of Professional, Statutory or Regulatory Body (PSRB) approval, if appropriate. Append any relevant documents as Appendix 3

AC10	COMMENTS ON ACADEMIC CASE AND PROGRAMME SPECIFICATION	
COMPLETION OF THIS SECTION TO BE COORDINATED BY LEARNING AND TEACHING SERVICE (LTS) COORDINATOR		
<i>note</i> AC10	Please circulate Parts 1, 3 & 4 to the following for their additional comments (if any). Comments to be returned to proposer within 10 working days.	
	NB these comments should focus on the <i>ACADEMIC CONTENT</i> of the proposal	
Date of circulation:	22 February 2016	
AC10.1	Careers Manager (CCEN)	
No comments received		
AC10.2	Learning & Teaching Service (LTS) Manager (UG or PGT, as appropriate)	
1.	Part-time route – the academic case appears to cover the FT route only. There is no course profile for the part-time version. Also in the module outlines for the new modules it does not say at what point is it expected that PT students would do and at which points they would be expected to submit their assessments.	
2.	New modules – in some places these are referred to as CORE and in others as COMPULSORY – which are they? This needs to be consistent - if CORE must take and pass, so I expect they may be compulsory but cannot assume so.	
3.	Re the options range have the time slots for these been considered; i.e. will there be enough choice available without clashing? Also will any of the optional modules be delivered in the evening for part-time students?	

	<p>4. There are no module outlines for those modules in the options range; I would expect these to be included in the programme specification. Or is this common practice? Apologies if I have asked you this question before.</p> <p>5. Assessments – formative and summative –the Course Director might want to consider adding a bit more information on this. Would you be able to send an example of a ‘good’ programme spec for a new course proposal – might help provide some guidance.</p> <p>6. I have also noticed, this might fall under business case but I am not sure, that a NEW Board of Examiners with 2 new external examiners would need to be created. This is a HUM programme so the other HUM programme which is MACE is completely different. However, I do not know if there is any possibility of setting up a HUM PGT Board as there is in FMH? Robbie could explain how the latter operates.</p> <p>7. Plus, one further thing MACE will be operating out of UEA(N) from September 2014 intake onwards not out of London as the proposal states.</p> <p>Becky Fitt</p>
	Equality & Diversity Manager (PPE)
No comments received	

AC11	PROPOSER’S RESPONSE TO COMMENTS IN AC9 & AC10 ABOVE
<i>note</i> AC11	<ol style="list-style-type: none"> 1. The Part-time route would run over 2 years (rather than 1). PT students would do 1 module per semester over the two years, (.Study in Gender’ and 1 option in their first year; and compulsory ‘Feminist Research Methods’ and 1 option in their second year) writing their dissertation in the spring/summer of the second year. Assessment would be submitted as per the full time route. 2. The confusion over core/compulsory was a mistake. I’ve now rectified it. 3. As this course will not be run until 2017 there is time to ensure that the time slots for each module are considered to ensure there are as few clashes as possible. There will be no modules run in the evenings to accommodate p/t teaching. The market research for testing this course did propose evening teaching for p/t students and this was rejected by those surveyed. 4. Please find brief module descriptors for suggested module options (for 2014/15 at the school’s webpages (for example: https://www.uea.ac.uk/study/postgraduate/taught-degree/detail/ma-american-literature#course-profile 5. The course director would certainly be open to this if somebody could send a “good” programme spec for a new course proposal as regards formative/summative. There would also need to be clarification concerning the requirements for both forms of assessment at MA level as there currently seems to be a certain amount of confusion 6. We are currently exploring the possibility of setting up a HUM PGT examination board. The proposal has been amended to indicate that no new Board of Examiners will be required (the IIH Exam board will be used). However, one new external examiner will be required.

	<p>7. The course director did forward a new draft which had deleted any reference to MACE as operating out of UEA London which should have been the one that the reviewer read.</p>
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FULL COURSE PROPOSAL

Part 4 KEY INFORMATION SET (KIS) DATA

KIS	KEY INFORMATION SET data (undergraduate courses only)						<i>Note KIS</i>
KIS1	Quantitative KIS data						<i>Note KIS1</i>
		Year 1	Year 2	Year 3	Year 4	Year 5	
1.1	Percentage of assessment by written exams						
1.2	Percentage of assessment by practical exams						
1.3	Percentage of assessment by coursework						
1.4	Percentage of time in scheduled learning and teaching activities						
1.5	Percentage of time in guided independent study						
1.6	Percentage of time on placements						
KIS2	Professional Accreditation						<i>Note KIS2</i>
2.1	Name of accrediting body (if applicable)						
2.2	Please give details, including any memberships, exemptions etc that the award confers. Please also give accrediting body website URL.						
2.3	Is the accreditation dependent on specific module choices? If so, please include URL of web pages where these details are outlined.						

FULL COURSE PROPOSAL**Part 5 APPROVALS AND NOTIFICATION****APPROVALS***Note AP*

THIS SECTION WILL BE COORDINATED BY THE SECRETARY TO YOUR FACULTY TEACHING AND LEARNING QUALITY COMMITTEE (FLTQC)				
AP1	APPROVAL OF THE BUSINESS CASE			
	APPROVAL/SIGNATURES	Name	Signature/ evidence of approval	Date
AP1.1	School Director of Learning, Teaching and Quality	Stephen Bennett	Via email	03/03/16
AP1.2	Head of School (on behalf of School Board)	John Charmley	Via email	03/03/16
AP1.3	Dean of Faculty (on behalf of Faculty Executive)	Yvonne Tasker	Via email	03/03/16
AP1.4	LTC (if relevant)			
AP1.5	Council (if relevant)			
AP1.6	Reasons for approval being withheld (and by whom)			

AP2	APPROVAL OF THE ACADEMIC CASE			
AP2.1	Head of School	Name	Signature	Date
	Approved:	John Charmley		03/03/16
	Approved with amendments:			
	Rejected:			
	Comments (if any):			

AP2.2	Faculty Associate Dean (for Faculty LTQC)	Name	Signature	Date
	Approved:	Clive Matthews		03/03/16
	Approved with amendments:			
	Rejected:			
	Comments (if any):			
AP2.3	PVC Academic (for LTC)	Name	Signature	Date
	Approved:			
	Approved with amendments:			
	Rejected:			
	Comments (if any):			
Where applicable:				
AP2.4	Secretary to Council	Name	Signature	Date
	Approved:			
	Approved with amendments:			
	Rejected:			
	Comments (if any):			

FULL COURSE PROPOSAL

<i>Note</i> <i>N1</i>				NOTIFICATION OF APPROVAL			
This section should be completed by Faculty FLTQC Secretary once a course proposal has been approved. Its purpose is to ensure that relevant Offices are informed of the approval of course proposals (new courses and course amendments), in accordance with the procedures for course approval.							
FACULTY					SCHOOL		
NEW COURSE?	Y	N	If NO, please enter existing course code				
DEGREE AWARD (e.g. BSc/MA)							
TITLE OF PROGRAMME							
START DATE				LENGTH OF COURSE			
Course Approved by:			Name of Committee Chair			Date of approval	
Faculty Learning and Teaching Quality Committee (FLTQC)							
Learning and Teaching Committee (LTC)							
RELEVANT OFFICE INFORMED? *insert date							
Planning Office		Admissions and Marketing		Learning and Teaching Service		Union of UEA Students	
*		*		*		*	
sis.records@uea.ac.uk		arm.operations@uea.ac.uk		Email the LTS coordinator responsible for the course		union.academic@uea.ac.uk	

<i>Note</i> <i>N1</i>		IMPLEMENTATION ACTIONS	
COURSE NAME		NEW ROUTE CODE	
ACTION		DATE	
COURSE INFORMATION LIVE IN ADMISSIONS			
PROGRAMME SPECIFICATION UPLOADED ONTO WEBSITE			
COURSE PROFILE UPLOADED ONTO SITS			
COURSE CLOSURES COMMENCED (where appropriate)			